

## SAE Handbook, Lesson 6

# How do you plan and initiate an SAE?

### Unit. Supervised Agricultural Experience

### Problem Area. How do you start an SAE?

#### Student Learning Objectives. As a result of this lesson, the student will...

1. Choose an SAE.
2. Identify and complete the forms needed to start the SAE.



#### Time

Instruction time for this lesson: 50 minutes



#### Resources.

<http://www.cals.ncsu.edu/agexed/sae/toolbox/index.html>



#### Tools, Equipment and Supplies.

Printouts of the Career Inventory Instrument the student completed in SAE Lesson 4.  
Blank sheets of paper and markers or crayons  
Writing Surface  
Overhead Projector  
SAE.6.Form.A & B. (one for each student; you may also want to make transparencies of these.)



#### Key Terms

The following terms are presented in this lesson and appear in bold italics:

- ***Budget***
- ***Expense***
- ***Income***



## Interest Approach



### Activity

*We have spent several days talking about SAEs. Today we are going to have students zero in on what they want to do for their SAE program.*



How many of you have ever played Pictionary? In Pictionary you try to guess words based upon sketches made by others. Today we are going to play a modified version of that game. We call it Career Pictionary. In a recent class you researched some possible careers based upon your aptitude and interests. We are going to talk about those careers today. The way we are going to start is to have you draw a picture of one of those careers. Then the other students will try to guess the career based upon your drawing. You will have five minutes to draw your picture.

*Pass out the blank sheets of paper and markers. Walk around the room as the students draw their careers. After the students complete their drawings, have each student show his or her drawing and have the other students guess which career is pictured.*

## Summary of Content and Teaching Strategies

### OBJECTIVE 1: Select an SAE

*It is now time for the student to select an SAE program. The next activity is designed to get the student to choose what they plan to do for their SAE. You may want to make a transparency of Form A to use in explaining to the students how to complete it.*



In a recent class we discussed how your SAE should relate to the career in which you are interested. It is now time for you to make a decision about the SAE you plan to conduct. I will distribute an SAE Planning Sheet. You will have 30 minutes to complete it. You should look at the printout from the class that identified some careers in which you might have an interest. I will walk around the classroom and help you with any questions you might have. You are to turn this in, and I will provide you my comments and suggestions.



One of the important sections of the planning form is the budget information. What is a budget? A **budget** is a detailed plan of income and expenses expected over a certain period of time. This leads to another question—what is an income and what is an expense? **Income** is money that you expect to receive and an **expense** is money you expect to spend.

*Pass out SAE.6.Form.A to the students. Walk around the room as they work on this activity. Allow 30 minutes for this activity. At the end of the 30 minutes, have students tell what they plan on doing and collect the forms for your records.*



Who would like to share what they plan on doing for their SAE program?

*Go around the room and have each student tell what they plan to do for their SAE.*

## OBJECTIVE 2: Identify and complete the forms needed to start an SAE.

*It is critical that all parties involved in an SAE program know all the details of the SAE program. This will prevent misunderstandings in the future. There are documented evidences of parents “stealing” money that students have earned from their SAE programs. And it is highly likely that students have done things for their SAE programs to which parents have not agreed. In this part of the lesson you will share several forms with the students that they need to complete and have signed. You will start this part of the lesson with an old party game called Gossip. Very simply, the players are lined up in a row or a circle. The first person is given a sentence or perhaps several sentences written on a piece of paper. He or she commits the information to memory and then sets the paper aside. That person “whispers” the information, as well as s/he can remember it to the next person in line. This person does the same, passing the information down the line until it reaches the end. The last person reveals what s/he has been told to all assembled. The first person then reads the paper*



### Activity

In conducting an SAE, it is important that all parties involved know exactly what is going to happen in the SAE program. We don't want any miscommunication or misunderstandings. There is an old party game called Gossip that illustrates how miscommunication can occur. I am going to give some information to one of you on a slip of paper. You are to read the paper, then verbally share this information with a neighbor who will then share that information with a neighbor. This will be repeated until everyone in class has been told the information. The last person to receive the information will tell the class what he or she heard. We will then compare that to the original message to see if it was properly communicated.

*Write the following information on a slip of paper and give it to the first person. “I plan to have a vegetable garden for my SAE. I will also have bees to help pollinate the plants. I plan to get up early in the morning to work in the garden while wearing my red pajamas and combat boots.” After the message is communicated, congratulate the students if they got it right but point out the communication can get garbled in the real world. If the message is garbled, point out that happens in the real world also. Signed agreements about the SAE are needed to prevent miscommunication.*

*Pass out SAE.6.Form.B and discuss.*

This is an SAE Agreement Sheet. When we finalize what you will do for your SAE, you will fill out this form and then sign it. I will sign it and your parents or other people involved in the SAE will sign it. This will help prevent miscommunication. We use this form for all types of SAE programs.



### Review/Summary

Ask several students why it is important to have a signed SAE agreement.



## Application

### **Extended Classroom Activity:**

Have students take the SAE agreement form home and discuss it with their parents.

### **FFA Activity:**

Have the students complete section 1A of the FFA proficiency award application that describes how they got started in their SAE program. Ideally, this is best completed when the student starts the program.

### **SAE Activity:**

Have students turn in SAE.6.Form.A which describes their SAE plan.

### **Evaluation:**

SAE.6.Form.A serves as the evaluation for this lesson.

### **Answers to Assessment:**

SAE plans will vary according to the interests and abilities of the students.

SAE Planning Form

Name \_\_\_\_\_ Date \_\_\_\_\_

Circle the type of major SAE you plan to conduct. (You can circle more than one.)

- Entrepreneurship  
Agricultural Service Learning
- Placement  
Directed School Laboratory
- Agriscience Research  
Exploratory

Describe your plans for your SAE.

1. Specifically, what do you plan on doing?
2. Where will the SAE activity occur?
3. What supplies, equipment and space will be needed? Who will provide them?
4. Budget. List the major costs involved in this project (such as purchase of fertilizer - \$30, construction of experimental apparatus - \$75, purchase of a show lamb - \$125, feed - \$25, etc.). Also list the potential income.

Potential Expenses:	Potential Income:
A.	A.
B.	B.
C.	C.
D.	D.
E.	E.
F.	F.
G.	G.
H.	H.
I.	I.
Total:	Total:

5. When do you plan to start this SAE? When will it end?

6. For placement projects – Do you already have a job at this location or have you spoken to someone at this company? Explain.
7. Have you discussed your SAE ideas with your parents or guardian?

Comments from the teacher.

# SAE6.Form.A



## Supervised Agricultural Experience (SAE) Program Agreement Sheet

The Supervised Agricultural Experience Program consists of planned activities conducted outside of class time in which the student develops and applies agricultural knowledge and skills. The SAE program is an integral part of the total agricultural education program. The purpose of the SAE program is to make learning more relevant and to provide the student with real world experiences which will help the student select a career, secure employment or prepare for further education. A quality SAE program will contain a variety of experiences. The program will be supervised by the teacher. The following agreement form has been developed so that all parties involved in the SAE program will know exactly what has been planned

This agreement shall be in effect for the \_\_\_\_\_ school year.

The student's SAE program will consist of (list all the different activities in which the student will be involved. Be specific. Examples: grow a 20' x 20' garden, raise two show lambs, work 20 hours a week at Johnson's Farm Supply Store, conduct an experiment with light intensity on plants, landscape the home, etc.).

The materials for each of the SAE activities will be provided by (list who will provide the materials required for each activity).

For activities in which a profit (or loss) might occur, describe who will receive the gain or how it will be divided.

Signatures:

Student \_\_\_\_\_ Date \_\_\_\_\_

Parent or Guardian \_\_\_\_\_ Date \_\_\_\_\_

Others involved \_\_\_\_\_ Date \_\_\_\_\_

Agriculture Teacher \_\_\_\_\_ Date \_\_\_\_\_